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ABSTRACT

This module, one in a series of performance-based teacher education learning packages, focuses on a specific skill that vocational educators need to be effective teacher-coordinators in a cooperative vocational education program. The purpose of the module is to aid educators in promoting further student interest in the co-op program, helping students gather information about the program and about themselves to determine whether the co-op program fits their needs, and gathering data needed to determine whether a student meets program entry criteria. Introductory material provides terminal and enabling objectives, prerequisites, a list of resources, and general information. The main portion of the module includes four learning experiences based on the enabling objectives. Each learning experience presents activities with information sheets, samples, and self-checks. Optional activities are provided. Completion of these four learning experiences should lead to achievement of the terminal objective through the fifth and final learning experience, an actual teaching situation that provides for a teacher performance assessment by a resource person. An assessment form is included. (YLB)

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ED 308368

MODULE
J-3

Enroll Students in Your Co-op Program

Second Edition

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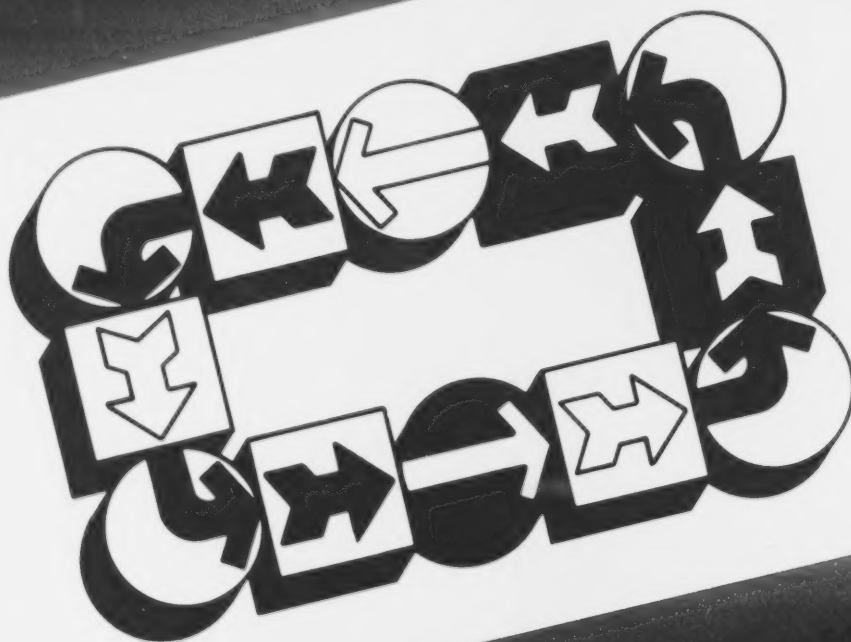
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 **AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS**
The University of Georgia
120 Driftmier Engineering Center / Athens GA 30602

FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A-J are products of a sustained research and development effort by the Center on Education and Training for Employment (formerly the National Center for Research in Vocational Education). Many individuals, institutions, and agencies participated with the Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971-1972. Curtis R. Finch provided leadership for the program from 1972-1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the Center for revisions and refinement.

Early versions of the materials were developed by the Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri—Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri—Columbia.

Following preliminary testing, major revision of all materials was performed by Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan—Flint; University of Minnesota—Twin Cities; University of Nebraska—Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K-M) had been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Suzanne Bowman for typesetting; to Jason Edwards for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.



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Direction is given by a representative from each of the states. AAVIM also works closely with teacher organizations, government agencies and industry.

● MODULE J-3

Enroll Students in Your Co-op Program

Second Edition

Module J-3 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

Center on Education and Training for Employment
The Ohio State University

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INTRODUCTION

Cooperative vocational education programs offer students unique opportunities not available through "traditional" in-school courses. The teacher-coordinator is responsible for helping to ensure that the students who can benefit most from the co-op program actually get enrolled in the program.

Before you can enroll students, you need to have established criteria for evaluating prospective students. You may also have gathered data on stated or tested interests of potential students. This

information can assist you, the teacher-coordinator, in meeting your responsibility for enrolling students who can benefit most from the training and instruction provided within the co-op program.

This module is designed to aid you in (1) promoting further student interest in the co-op program, (2) helping students gather information about the program and about themselves in order to determine whether the co-op program fits their needs, and (3) gathering the data you need to determine whether a student meets your program entry criteria.



ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, enroll students in your co-op program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 79-80 (*Learning Experience V*).

Enabling Objectives:

1. After completing the required reading and viewing the slide/tape, demonstrate knowledge of the techniques used in identifying and enrolling prospective students (*Learning Experience I*).
2. Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the co-op program (*Learning Experience II*).
3. Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the co-op program (*Learning Experience III*).
4. Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the co-op program (*Learning Experience IV*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J-1

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Required

Slide/tape: Uthe, Elaine F., "Forms for Recruitment and Selection," Part I-D of *The Cooperative Vocational Program: Coordination Techniques* developed at the Michigan State University, 1972.

Slide projector, tape recorder, and screen to use in viewing and listening to the slide/tape presentation.

Optional

Materials to use in preparing a brochure explaining and promoting the co-op program.

Resource materials on occupational opportunities in your area with which you can start a resource file.

Reference: *A Guide for Cooperative Vocational Education*. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969. ED 037 564

Reference: Mason, Ralph E., and Haines, Peter G. *Cooperative Occupational Education and Work Experience in the Curriculum*. Fourth Edition. Danville, IL: The Interstate Printers and Publishers, 1987.

Reference: Uthe, Elaine F.; Litchfield, Carolyn; and McElroy, Jack. *Kentucky Cooperative Vocational Education Coordinator's Handbook*. Lexington, KY: University of Kentucky, Department of Vocational Education, 1979.

Reference: *Cooperative Vocational Education Guide for Coordinators and Administrators*. Honolulu, HI: University of Hawaii, Community College System, 1978. ED 164 077

A cooperative education coordinator's guide, produced in your own state, that you can review.

Sample forms for recruitment, used in existing co-op programs, that you can review or use as a basis for developing your own forms.

Learning Experience II

Required

Cassette tape: Uthe, Elaine F., "Mary Lou at Recruitment Time," Part I-H of *The Cooperative Vocational Program: Coordination Techniques* developed at the Michigan State University, 1972.

Cassette tape recorder to use in listening to the tape recording of Mary Lou at recruitment time.

Learning Experience III

Required

Cassette tape: Uthe, Elaine F., "Betty at Recruitment Time," Part I-I of *The Cooperative Vocational Program: Coordination Techniques* developed at the Michigan State University, 1972.

Cassette tape recorder to use in listening to the tape recording of Betty at recruitment time.

Learning Experience IV

Required

Cassette tape: Uthe, Elaine F., "Wayne at Recruitment Time," Part I-J of *The Cooperative Vocational Program: Coordination Techniques* developed at the Michigan State University, 1972.

Cassette tape recorder to use in listening to the tape recording of Wayne at recruitment time.

Learning Experience V

Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can enroll students in your co-op program.

A resource person to assess your competency in enrolling students in your co-op program.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the PBTE Module Series on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The Student Guide to Using Performance-Based Teacher Education Materials is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The Resource Person's Guide to Using Performance-Based Teacher Education Materials can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies.

The Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program that were developed as part of a project at Michigan State University is available from AAVIM.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Learning Experience I

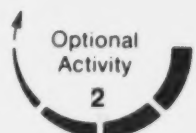
OVERVIEW



After completing the required reading and viewing the slide/tape, demonstrate knowledge of the techniques used in identifying and enrolling prospective students.



You will be reading the information sheet, Guiding Prospective Students in Exploring the Co-op Program, p. 9.



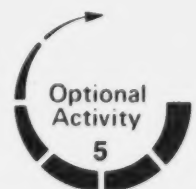
You may wish to develop a brochure designed to explain and promote the co-op program.



You may wish to start building up a file of resource materials on occupational opportunities in your area.



You will be listening to and viewing the following slide/tape presentation: Uthe, "Forms for Recruitment and Selection"; and reviewing the sample forms on pp. 11-17.



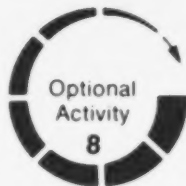
You may wish to develop model acceptance and nonacceptance letters.



You will be reading the information sheet, Other Recruitment Forms and Data-Gathering Sources, pp. 18-19.



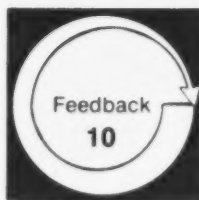
You may wish to read related material in one or more of the following supplementary references: *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook*; *Cooperative Vocational Education Guide for Coordinators and Administrators*; and/or a guide to cooperative education produced in your own state.



You may wish to locate and review additional samples of forms used by existing co-op programs or to develop your own forms.



You will be demonstrating knowledge of the techniques used in identifying and enrolling prospective students by completing the Self-Check, pp. 20-22.



You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 23.

The student enrollment process is a two-way effort. For information on half of this effort—making **students** aware of the co-op program and helping **them** determine if it meets their needs—read the following information sheet.

GUIDING PROSPECTIVE STUDENTS IN EXPLORING THE CO-OP PROGRAM

Students—and, at the secondary level, their parents—can be provided with **descriptive information** about the co-op program through such techniques as open houses, brochures, posters, displays, live presentations, and media presentations.¹

Once students have been initially introduced to the co-op program, you need to help them gather **data about their occupational needs and interests**. For students who have never taken any of the standardized tests for measuring scholastic aptitudes, occupational aptitudes, or interests, the administration of such tests would be a good place to start. The guidance and counseling staff in your school or college can suggest appropriate tests.



Responsibility for obtaining copies of the selected tests, setting up the date and time for testing, and administering the tests according to the prescribed directions varies according to school policies. In some schools and colleges, this responsibility rests

solely with the guidance and counseling staff. In other institutions, teachers may administer tests but must have consulted the guidance and counseling staff first.

Responsibility for testing also varies with the test. The developers of some standardized tests require that the tests be administered only by trained counselors.

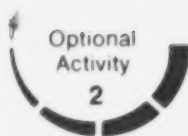
Therefore, it is important to check testing policies before you initiate any action in this area. No matter who administers the tests, however, it is usually wise to ask guidance and counseling staff to help you interpret the results.

The resulting interpretation from aptitude or interest tests will allow students to see, objectively, what their occupational interests and abilities seem to be. At this point, the students need to have access to **resource materials** containing information on occupational opportunities. The students can scan this information, using their test results to determine each occupation's suitability for them.

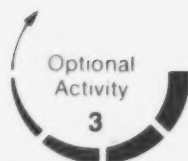
As a teacher-coordinator, you should maintain a file of current resource materials. A counselor may have some resources available, but they are generally fairly broad in scope. Your file can be specific to your occupational specialty. You will need to gather materials, devise a system for filing these materials so that they are easily accessible to students, and orient students to the use of both the materials and the system.

You also need to provide students with a **list of additional resources** they could go to should they need or want further information. This list and the file materials would, of course, have to be continually updated or revised based on the changing occupational opportunities in the world of work.

1. To gain skill in a variety of techniques for promoting your co-op program, you may wish to refer to Modules G-2-G-7 in Category G: School-Community Relations.



You may wish to attempt to rough out a brochure that you could use to explain a co-op program in your service area to prospective students. Module G-3, *Develop Brochures to Promote Your Vocational Program*, could be of assistance to you should you decide to work on this activity.



You may wish to start developing a file of resource materials on occupational opportunities in your area. You could locate sources to include, prepare a bibliography of resources to be included, and/or develop a system for filing resources so they are readily available to users. Module F-4, *Provide Information on Educational and Career Opportunities*, and Module E-4, *Maintain a Filing System*, may be helpful in developing such a file.



The other half of the two-way student enrollment process focuses on the types of information **you**, as a teacher-coordinator, need to gather in order to make sound enrollment decisions. For information regarding the techniques you can use to gather the needed data, listen to and view the following slide/tape presentation: Uthe, "Forms for Recruitment and Selection." Samples 1-6, which follow, are samples of the forms discussed in this slide/tape. It is recommended that you review these forms briefly before viewing the slide/tape presentation.

SAMPLE 1

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☒ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA		
Name _____	Date _____	Grade _____
Address _____		Telephone _____
Age _____	Height _____	Weight _____
Birthday _____		Social Security No. _____
Do you have any physical disabilities? Yes ☐ No ☐		
If yes, please describe. (It is essential to know whether you are orthopedically handicapped, hearing-impaired, visually impaired, or otherwise handicapped, so that we can develop optimum programs and facilities to serve you.)		

Health _____		Hobbies _____
Activities: Athletic _____		School _____
Religious _____		Community _____
FAMILY BACKGROUND		
Father:		
Name _____	Street _____	
Occupation _____	City _____	ZIP _____
Mother:		
Name _____	Street _____	
Occupation _____	City _____	ZIP _____
With whom do you live (check one)? ☐ Your Parents ☐ Father ☐ Mother ☐ Guardian ☐ Other		
If other, please specify relationship _____		
Number of brothers _____	Ages _____	Number of sisters _____
Ages _____		
WORK EXPERIENCE		
List previous work experience:		
Job Title	Employer	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____
Are you available for summer employment? _____		
Could you drive to work? _____ Other transportation? _____		

[illegible]

Signed _____ STUDENT

SAMPLE 2

ACTION CHECKLIST

19 ____ -19 ____

Coordinator _____

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

NAME OF STUDENT	APPLI- CATION RECEIVED	SCHOOL RECORD (CHECK)	RECRUIT INTERVIEW (DATE)	TEACHER RECOMMENDED (SUBJECTS)			ACCEPT/ REJECT LETTER (DATE)	SUGGEST JOB TITLE	STUDENT PROFILE (CHECK)	JOB INTERVIEW (DATES)			JOB PLACEMENT		TRAIN- ING AGREE- MENT SIGNED	TRAIN- ING PLAN	SUPVR. FILE FOLDER
				1	2	3				1	2	3	DATE	FIRM			
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	

CUMULATIVE SCHOOL RECORD

Date _____

	GRADES							
COURSES TAKEN	1983-84		1984-85		1985-86		19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Tardiness								
Absences								

- _____ Verbal Reasoning
- _____ Numerical Ability
- _____ Abstract Reasoning
- _____ Space Relations
- _____ Mechanical Reasoning
- _____ Clerical Speed & Accuracy
- _____ Language Use—Spelling
- _____ Language Use—Sentences

Intelligence Level: _____

Health Record: _____

GENERAL COMMENTS:

Coordinator's Signature _____

SAMPLE 4

ANALYSIS OF RECRUITMENT INTERVIEW

Student _____

Date _____

POISE: ☐ At Ease ☐ Composed ☐ Nervous

ATTITUDE: ☐ Cocky ☐ Confident ☐ Cooperative ☐ Timid ☐ Reserved

PERSONALITY: ☐ Aggressive ☐ Friendly, warm ☐ Neutral ☐ Introverted ☐ Unfriendly

VERBAL EXPRESSION: ☐ Clear ☐ Unclear
☐ Good Grammar ☐ Poor Grammar

INITIATIVE: ☐ Resourceful ☐ Some Initiative ☐ Easygoing

GENERAL COMMENTS:

STATED CAREER OBJECTIVE

This objective:

- ☐ is realistic
☐ may not be appropriate
☐ is inappropriate because _____

PARENT INTERVIEW

Date _____ Where _____

Summary: _____

Coordinator's Signature

UTHE/79 (adapted)

SAMPLE 5

TEACHER RECOMMENDATION

(CONFIDENTIAL)

AG ☐ HEALTH
BOE ☐ H EC
DE ☐ T & I
☐ OTHER

Student _____ Subject(s) _____

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY					
LEADERSHIP					
INDUSTRIOUSNESS					
POISE					
GROOMING					
KNOWLEDGE OF SUBJECT MATTER					
GETTING ALONG WITH OTHERS					

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

What do you feel are the student's weak points?

Other Comments —

Date _____ Signature _____

SAMPLE 6

NONACCEPTANCE LETTER

ALTON HIGH SCHOOL

489 Norwood Street
Altonville, MI 488xx

Cooperative Office Occupations
345-5678

DATE: April 15, 1990
TO: Mary Little, Homeroom 107
FROM: R. Chandler
SUBJECT: The Cooperative Office Occupations Program for 1990-91

Thank you for your interest in the cooperative office occupations program. After careful consideration of the applications received, I regret to inform you that yours was not approved. Every year we have a large number of applications; and unfortunately, because of limited staff and facilities, we cannot accept every applicant.

I appreciate the time and effort that went into the completion of your application and hope that you will enroll in the office occupations laboratory course next year.

If you have questions concerning the decision, come in and see me in Room 302 any morning before school. I would be happy to discuss them with you.

R. Chandler

Coordinator

UTHE/71 (adapted)



You may wish to draft a model letter of acceptance and a model letter of nonacceptance. You could attach to the nonacceptance letter a list of all the possible reasons for nonacceptance that you can think of.



In recruiting students for your co-op program, you will need to gather information from as many sources as possible and to use forms appropriate for each data-gathering task. For information on the availability and location of other recruitment forms and sources of student data, read the following information sheet.

OTHER RECRUITMENT FORMS AND DATA-GATHERING SOURCES

The **recruitment forms** you use should be (1) those suggested or required by your school, district, or state and (2) those that meet the requirements of your particular service area as indicated by the student entry criteria. In most cases, it will be unnecessary for you to develop forms; enough forms already exist that you can usually adapt some of these to suit your own needs.

Some excellent sources of student data—cumulative records, teacher recommendations, and the students themselves—have already been mentioned. Three other sources should also be consulted in the data-gathering process: former employers, parents (at the secondary level), and guidance and counseling staff.

Former employers. You may have noticed that sample 1 (the application form) contained a section in which the student could list previous work experience. By contacting the former employers a student has listed, you may be able to acquire some vital information about how the student actually performs in a job situation. Some students, whose performance in class does little to recommend them, perform quite differently on the job. On the other hand, a former employer's evaluation may support a teacher's evaluation. In attempting to identify students for your program, this employer information can be invaluable.

Parents. In secondary programs, parents can be interviewed to obtain additional student data. A student's parents should be able to give you information regarding the student's aptitudes and interests. During such an interview, you can also determine the parents' aspirations for the student and whether these aspirations are the same as or different from the student's aspirations. If the parents indicate that they want their son or daughter to be a teacher, whereas the student has indicated a desire to be a secretary, a problem may exist. The interview allows you to discover such problems and to deal with any questions that parents may have about the program.



Guidance and counseling staff. Such staff can be of help in determining general program entry criteria, in selecting and/or administering standardized tests, and in analyzing and interpreting student data.

Individuals with degrees in guidance and counseling have been specially trained in analyzing and interpreting data. They can explain what a test score indicates, both in relation to national scores and in terms of the individual student. They can help you to sort through the quantity of data you gather for each individual and to select the most relevant information. They can assist you in dealing with conflicting data.

In addition, because of the nature of their counseling responsibilities, they may get to know many students on a one-to-one basis. This knowledge can help them to assist you in making your final identification of students for your co-op program.

There may be an occasion when parents and counselors indicate a low regard for the co-op program. In some cases, they may feel that the program will not benefit the student and may recommend an academic program preparing the student for future education.

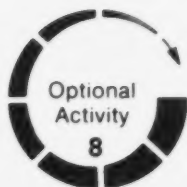
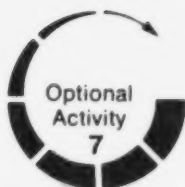
You certainly must consider these opinions. However, the counselor and parents should be reminded of the employment skills that will be acquired through the co-op program, which can be used at any time in the future. The program can serve as a basis for future career opportunities **as well as** for future educational goals.

One more thing—all data you have gathered and all decisions made as a result of interpretations of these data should be documented and filed in the student's cumulative record file.

For further information on recruitment and data-gathering techniques and forms, you may wish to read sections dealing with these topics in one or more of the following supplementary references:

- *A Guide for Cooperative Vocational Education*
- Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*
- Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook*
- *Cooperative Vocational Education Guide for Coordinators and Administrators* (which focuses on postsecondary programs)
- A guide to cooperative education produced by your own state department of education or a local university

Guides such as these present a variety of guidelines, criteria, and techniques that have proved successful in the respective cooperative programs.



You may wish to locate and collect samples of recruitment and data-gathering forms used in existing co-op programs. These forms could be compared with those provided in this learning experience. Or, you may wish to design your own forms.



The following items check your comprehension of the material in the Uthe slide/tape, "Forms for Recruitment and Selection," and in the information sheets: Guiding Prospective Students in Exploring the Co-op Program, p. 9; and Other Recruitment Forms and Data-Gathering Sources, pp. 18-19. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Explain the necessity of two-way effort in enrolling students in the co-op program.
2. What purpose is served by gathering and interpreting data about students' occupational needs and interests?

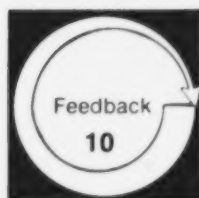
3. How can guidance and counseling staff be of assistance to the students and teacher-coordinator?

4. What general types of information should the teacher-coordinator have on file for use by students and, to be effective, how should this information be used?

5. In this learning experience, you were exposed to a variety of forms. Is it necessary to use all forms for all students? Why or why not?

6. What is the value of using former employers, parents, and guidance and counseling staff as data-gathering sources?

7. Why is it necessary to file the collected data in the student's cumulative record?



Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

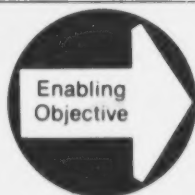
MODEL ANSWERS

1. It is necessary to have a two-way effort so that the **students** will have an opportunity to state their own interest in the program and determine for themselves whether the program will meet their needs. It is also important for the **teacher-coordinator** to determine whether interested students meet the program entry criteria.
2. The teacher-coordinator needs information on students' occupational needs and interests so that he/she can judge the appropriateness of each student's enrolling in a particular program in terms of the program objectives and the student's career objectives.
3. Guidance and counseling staff can be of assistance in selecting and administering standardized tests and in interpreting test scores and other data. This can help both the teacher-coordinator and the student to understand objectively what the student's occupational interests and abilities seem to be. These individuals may also be able to share with the teacher-coordinator their nonconfidential knowledge of some students, gained through one-to-one counseling relationships.
4. The files should contain occupational titles and descriptions, as well as information about career and occupational opportunities within the appropriate service area. At least three effective ways of utilizing the material on file are possible: (1) based on knowledge of a student's interests and needs, the teacher-coordinator can give specific materials to the student for review and analysis; (2) in order to aid the student in becoming familiar with general information within occupational clusters, the teacher-coordinator may give the student general access to the files; and (3) the teacher-coordinator and the student can review relevant materials from the files together in a conference-type situation.
5. The teacher-coordinator must help prospective students make decisions about whether they can benefit from the co-op program and about which career or occupation would be most appropriate for their needs and interests. Therefore, it is essential that the teacher-coordinator have sufficient information to help them deal with those decisions. The different kinds of information that **each** form gives will be of great assistance to the teacher-coordinator in meeting the needs of students.
6. Each of these sources has worked with and knows the student in different ways. Because of their unique and specific contacts with the student, each may be able to give additional information to the teacher-coordinator so that he/she can better determine whether the student can benefit from the co-op program.
7. Information collected about students should be filed in their cumulative records so that the teacher-coordinator has all information readily at hand when a decision or interpretation of data must be made. Furthermore, by placing this information in a central location, the information can be used by others who may be working with these students.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the Uthe slide/tape and in the two information sheets, pp. 9 and 18-19, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the co-op program.



You will be using the information on Mary Lou Dickson's Application for Cooperative Program, pp. 29-30, and her Cumulative School Record, p. 31, to make preliminary notes on the Screening Criteria form, pp. 27-28, about whether Mary Lou's needs, interests, and abilities fit the program criteria.



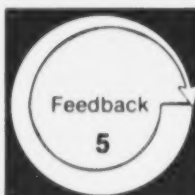
You will be listening to a taped interview between Mary Lou and a teacher-coordinator; summarizing the student data contained in the interview, using the Analysis of Recruitment Interview form, p. 33; and evaluating the quality of the interview, using the Interview Rating Sheet, p. 34.



You will be reviewing three Teacher Recommendations, pp. 35-37, that were prepared concerning Mary Lou and summarizing the student data presented, using the space below Item 5 on the Screening Criteria form, p. 27.



You will be deciding tentatively whether to enroll Mary Lou in the co-op program, using the Decision Sheet, p. 38.



You will be evaluating your competency in summarizing student data, evaluating the interview, and making tentative decisions relative to Mary Lou's enrollment in the co-op program by comparing your completed work with the Model Answers, pp. 39-41.

NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Assume that you are the teacher-coordinator of a **cooperative office occupations program**. Your program criteria for screening students are listed below. In order to get an initial "paper picture" of Mary Lou Dickson, a prospective student for the co-op program, review the two completed forms: (1) Mary Lou's Application for Cooperative Program, pp. 29-30, and (2) Mary Lou's Cumulative School Record, p. 31. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms that indicates that Mary Lou either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

SCREENING CRITERIA

1. Senior
2. At least 16 years of age
3. A career interest and/or objective in the office occupations area
4. At least one semester of typing (preferably a full year), with a minimum level of skill (grade of C and/or 35 wpm speed)
5. Good recommendations from three teachers about maturity and/or skills
6. Good attendance record
7. Ability to benefit from the program (intelligence level)

8. Good attitude toward school, learning, and work

9. Acceptable appearance and grooming

10. At least a C in first-year shorthand if interested in a secretarial career

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☒ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Mary Lou Dickson Date 3/17/86 Grade 11

Address 8796 West Tenth Street Telephone 888-9786

Age 16 Height 5'4" Weight 185 Birthday 6/3/69 Social Security No. 497-84-7467

Do you have any physical disabilities? Yes ☐ No ☒

If yes, please describe. (It is essential to know whether you are orthopedically handicapped, hearing-impaired, visually impaired, or otherwise handicapped, so that we can develop optimum programs and facilities to serve you.)

Health Good Hobbies None

Activities: Athletic _____ School _____

Religious _____ Community _____

FAMILY BACKGROUND

Father:
Name Albert Dickson Street Same

Occupation Baker City _____ ZIP _____

Mother:
Name Roberta Dickson Street Same

Occupation Baker City _____ ZIP _____

With whom do you live (check one)? ☒ Your Parents ☐ Father ☐ Mother ☐ Guardian ☐ Other
If other, please specify relationship _____

Number of brothers 0 Ages _____ Number of sisters 0 Ages _____

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
<u>Sales & Stockgirl</u>	<u>Dickson Bakery</u>	<u>1983-86</u>

Are you available for summer employment? No

Could you drive to work? Yes Other transportation? _____

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	English	Prescott	206
2	U.S. History	Lemke	303
3	Bookkeeping	Johnson	110
4	Lunch		
5	Shorthand	Smith	104
6	Typing	Thompson	105
7	P.E.	Harrison	Gym

What courses do you plan to take next year? Shorthand, Govt., English,
Office Machines

List three teachers you would ask to recommend you for this program.

Miss PrescottMr. JohnsonMiss Smith**CAREER INTEREST**How did you learn of Co-op training? Posters & leafletsWhy do you want to take Co-op training? For experience & moneyWhat kind of a job would you like to train for in this program? SecretarialWhich would you prefer to work with (check one)? ☒ Your hands ☐ Machines ☐ PeopleGiven the opportunity to work for any company in this area, which company would you choose? Nu-Way Insurance CompanyWhat do you plan to do after graduation? don't knowWhat are your future education plans? don't knowWhat would you like to be doing five years from now? don't know

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills and efficiency in both the classroom and the world of work.

Signed Mary Lou Dickson
STUDENT

CUMULATIVE SCHOOL RECORD

Student Mary Lou Dickson

Date 3/25/86

COURSES TAKEN	GRADES							
	1983-84		1984-85		1985-86		19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English	B	B	C	C	C			
General Math/Algebra	C	C						
General Science/Biology	C	B						
World History/U.S. History	C	C			C			
Basic Business			C	C				
Typing	B	A	B	B	B			
Shorthand					C			
Bookkeeping			B	B	B			
P.E.	D	D	D	D	D			
Tardiness	2	2	2	1	1			
Absences	0	1	2	1	0			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

70 Verbal Reasoning
80 Numerical Ability
45 Abstract Reasoning
60 Space Relations
40 Mechanical Reasoning
40 Clerical Speed & Accuracy
30 Language Use—Spelling
32 Language Use—Sentences

Intelligence Level: Aver. +

Health Record: Weight Problem

GENERAL COMMENTS:



R. Chandler

Coordinator's Signature



Now that you have a "paper picture" of Mary Lou and have some tentative evidence about whether your co-op program is right for her, you need to interview Mary Lou to allow her to clarify and expand upon the written information on the two forms. Since there is no real Mary Lou, you will not actually be conducting an interview. Instead, listen to the taped interview between Mary Lou and a teacher-coordinator on the following tape: Uthe, "Mary Lou at Recruitment Time." As you listen to this tape, use the Analysis of Recruitment Interview form, p. 33, and the Interview Rating Sheet, p. 34, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.

ANALYSIS OF RECRUITMENT INTERVIEW

Student _____

Date _____

POISE: ☐ At Ease ☐ Composed ☐ Nervous

ATTITUDE: ☐ Cocky ☐ Confident ☐ Cooperative ☐ Timid ☐ Reserved

PERSONALITY: ☐ Aggressive ☐ Friendly, warm ☐ Neutral ☐ Introverted ☐ Unfriendly

VERBAL EXPRESSION: ☐ Clear ☐ Unclear
☐ Good Grammar ☐ Poor Grammar

INITIATIVE: ☐ Resourceful ☐ Some Initiative ☐ Easygoing

GENERAL COMMENTS:

STATED CAREER OBJECTIVE

This objective:

- ☐ is realistic
- ☐ may not be appropriate
- ☐ is inappropriate because _____

PARENT INTERVIEW

Date _____ Where _____

Summary: _____

Coordinator's Signature

UTHE/79 (adapted)

INTERVIEW RATING SHEET

1. The teacher-coordinator should have reviewed the application and cumulative record before the interview and then used the interview to expand on the information already available or to fill in gaps in that information. Did the teacher-coordinator interviewing Mary Lou do this? What evidence do you have to support your view?
2. Did the teacher-coordinator make an effort throughout the interview to make Mary Lou feel at ease and to make her feel that he was interested in her as a person and as a prospective student? What evidence do you have to support your view?
3. Did the teacher-coordinator listen well? What evidence do you have to support your view?
4. Did the teacher-coordinator follow up on Mary Lou's statements by probing gently for more information? What evidence do you have to support your view?
5. Overall, how well did the teacher-coordinator express himself (Did he use good English? Were his statements clear? Was he able to keep the interview moving?)? What evidence do you have to support your view?



You now know quite a bit about Mary Lou, primarily from her viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teacher Recommendation forms, pp. 35-37. Summarize the information presented in these recommendations in the space below Item 5 on the Screening Criteria form, p. 27.

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☒ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Mary Lou Dickson Subject(s) English

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				X	
LEADERSHIP			X		
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Apparently reads a lot, but does let assignments slide once in a while.

What do you feel are the student's weak points?

Not working up to her potential.

Other Comments—

Needs to lose weight; her weight seems to bother her a good deal.

Date 4/2/86 Signature B. Prescott

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☒ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Mary Lou Dickson Subject(s) Shorthand

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			X		
LEADERSHIP			X		
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) Shorthand

(Indicate Level) (b) 80 wpm

Special Talents _____

What do you feel are the student's strong points?

Good attendance -- average student

What do you feel are the student's weak points?

Slovenly in her habits, doesn't get along too well with others,
quiet, withdrawn

Other Comments —

Date 3/31/86 Signature J. Smith

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☒ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Mary Lou Dickson Subject(s) Bookkeeping

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY				X	
LEADERSHIP		X			
INDUSTRIOUSNESS				X	
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER				X	
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does assignments on time

Works well by herself

What do you feel are the student's weak points?

Lacks confidence in dealing with others

Other Comments—

Overweight seems to be a problem; she is acutely aware of her weight and it affects her confidence

Date 3/28/86 Signature A. Johnson

UTHE/72 (adapted)

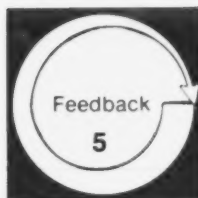


You have gathered data from a number of sources and have summarized these data in writing. Based on this summarized information and on the impressions you now have about Mary Lou, make a **tentative** decision about whether to enroll her in the co-op program and record your decision in Part I below. Then use Part II below to describe the steps you would take to get the additional information needed for you to make a **final** decision.

DECISION SHEET: Mary Lou Dickson

- I. Tentative Decision: _____ I would enroll Mary Lou.
_____ I would enroll Mary Lou under the following conditions:
a. _____
b. _____
c. _____
_____ I would not enroll Mary Lou; instead, I would advise her to

II. Additional Information Needed (indicate sources for information):



Compare your written responses on the (1) Screening Criteria form, (2) Analysis of Recruitment Interview form, (3) Interview Rating Sheet, and (4) Decision Sheet with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Screening Criteria:

1. Mary Lou will be a senior next year.
2. Mary Lou is 16 years old at present.
3. Mary Lou indicated on her application that she would like to **train** for a secretarial job, and she has been taking secretarial courses since ninth grade. However, her answers concerning future plans (e.g., "don't know") do not seem to indicate a desire to be a career secretary.
4. Mary Lou has had five semesters of typing and has earned four *Bs* and one *A*.
5. Teachers indicate problems with her **appearance** (e.g., poise and grooming are rated only *fair* and two teachers mention weight as a problem); her **attitude** (e.g., sometimes lets her assignments slide in one class, is not working up to her potential in one class, and is slovenly in her habits according to one teacher); and her **ability to get along with others** (e.g., this area was rated as only *fair* by all three teachers, and specific comments were made indicating that she was quiet and withdrawn, that she works well by herself, and that she lacks confidence).
7. Mary Lou has an *Average +* intelligence level.
8. Her low absence and tardiness record might indicate a decent attitude toward school. In addition, her high school grades are all average and above (except for physical education): one *A*, nine *Bs*, and twelve *Cs*.
9. Mary Lou has a weight problem: 5'4" tall, 185 pounds.
10. Mary Lou earned a *C* in her first semester of shorthand.

In terms of confidence, self-concept, and actual skills, Mary Lou indicated in her interview that her shorthand speed was 60 wpm, yet her teacher indicates that it is actually 80 wpm. Except for her English teacher's comments that she sometimes let assignments slide and is not working up to her potential, none of the three teachers indicate that she has problems with the **actual course work**.

Concerning reliability, industriousness, and knowledge of subject matter, she was rated *good or average* by all three teachers. According to these teachers, her problems seem to be non-subject-matter-related; her skills are good, but her appearance and ability to get along with others are weak.

6. Mary Lou is not often absent: one day in ninth grade, three days in tenth grade, and none so far in eleventh grade.

II. Analysis of Recruitment Interview:

Poise: Mary Lou seems somewhat poised. She wasn't nervous, and she answered all questions politely and calmly.

Attitude: Mary Lou appears to be quite cooperative, but rather passive. She responded to questions, but only as required.

Personality: Mary Lou seems to be rather introverted and to lack self-confidence. She was somewhat shy and quiet in some of her responses, and she tended to minimize her skills and abilities.

Verbal Expression: She used some slang and most of her answers were extremely brief, but overall she spoke clearly and used fairly good grammar.

Initiative: Mary Lou seems fairly apathetic about many things. She did not indicate any drive to become a secretary, nor did she put much effort into "selling" herself during the interview.

General Comments: Mary Lou doesn't really seem to have a clearcut or strong career goal (e.g., "**any** kind of office job would be okay," "I thought about being a secretary to somebody in a **big** company," and "I think a **small** office would be nice."). Contradictory information such as this suggests she hadn't given the whole idea too much thought. Her casual remark that "and maybe I could **even** get married" seems more to the point. It would seem that she thinks that in an office as a secretary she could find a husband; finding a husband might be the real "career goal."

Her general attitude toward almost everything discussed seems highly lethargic, apathetic, and nonchalant (e.g., she'd like to lose weight, but says she can't seem to make any progress in that area; she says that **if** she practiced more and concentrated harder, she could improve her typing and shorthand, but she doesn't seem concerned enough to act on that knowledge; she says she has no outside interests at school or at home; she knows shorthand, but says she doesn't **use** it to take notes in her other classes; and she spends most of her spare time reading magazines or watching TV). Mary Lou doesn't seem to have a very positive self-concept; this could be due to her weight problem, aggravated by the fact that her father yells at her a lot.

Stated Career Objectives: "Secretary in a small office." This is a realistic goal in terms of her course work, her grades, and her skills.

III. Interview Rating Sheet:

1. The teacher-coordinator asked a number of questions that he already had answers to: "What are you taking this year?" "Have you had any experience in office work?" "Have you had typing?" He did, however, get some additional information on these areas. He also tried to fill in the gap Mary Lou left under "Activities" and to get more information on her responsibilities at the bakery.
2. The teacher-coordinator started off the interview on a comfortable, receptive note, but during the interview he made a number of thoughtless remarks that probably made Mary Lou very uncomfortable. Right after she said she might even get married, he bluntly asked, with no forewarning, "Have you ever had any luck losing weight?" He also pointed out pessimistically to this relative stranger that he may have trouble placing her since (it is implied) she is so unpleasant to look at.

Second, in asking her about her activities, his phrasing of the question ("Did you overlook that section, or don't you participate in any of the activities?") suggests that he can't **believe** that someone has **no** activities and, therefore, Mary Lou **must** have overlooked the section.

Finally, his closing remarks almost seem to indicate that Mary Lou is being dismissed permanently. He never said that he enjoyed talking with her or that there are further steps they both need to take to determine whether the co-op program would meet her needs. He stuck to remarks about how nice it was that **she** had a chance to find out about cooperative education. His last statement ("we do make a point of calling in the students who fill out the applications") reduces

the interview to a routine function and diminishes Mary Lou from an individual to a routine task to be completed.

3. The teacher-coordinator did not listen very well. His response to Mary Lou's statement that she had heard about the co-op program through a bulletin board display was to tell her that finding her a paid job was only part of the program. His comment doesn't seem to relate to hers. Based on her comment that "**it** looked pretty good," can he be sure that she was referring to **just** the paid-work aspect of the program?

A more concrete example of the fact that he didn't listen very well occurred when Mary Lou said, "Once in a while I get to wait on customers, but most of the time I put stuff out in the display cases . . .," following which the teacher-coordinator asked, "Did you wait on customers?" In addition, he asked her twice what kind of office she'd like to work in.

4. The teacher-coordinator could have improved the interview markedly by paying more attention to Mary Lou's remarks and getting her to develop these remarks more fully. He asked her to tell him what she was taking this year and, once she responded, he jumped onto a completely different question. He conducted the entire interview this way.

When she listed her courses, he could have probed to find out (1) why she chose those courses, (2) how well she likes them, (3) how well she perceives she is doing, (4) what, if any, other courses she would rather have taken and why, and so on.

When she mentioned the bulletin board display on cooperative education, he could have probed to find out exactly what attracted her attention and precisely what looked "pretty good." When she indicated that she thought she might like to get involved with cooperative education, he could have probed to find out why.

His questions about what kind of office she'd like to work in were so vague that it is not surprising that she gave vague replies. What does "what kind" mean? She said on her application that she would choose the Nu-Way Insurance Company. He could have asked questions to find out why that was her choice.

He could have spent more time getting her to expand on her responsibilities at the bakery (e.g., what is it that her dad feels she is doing wrong, and is he right?). Instead of simply asking if she could do neat, clean work and settling for the answer, "Ya, if I concentrate," he might also

have asked whether she enjoyed doing that kind of meticulous detail work.

Properly handled, the interview could have helped Mary Lou think through and define her career needs and interests, and it could have provided the teacher-coordinator with the additional information he needed. Mary Lou left no more certain of her goals than before.

5. The teacher-coordinator's English, for the most part, was perfectly acceptable conversational English. But, as previously mentioned, the phrasing of some of his questions was vague. He did keep the interview flowing smoothly; unfortunately, it flowed smoothly and rapidly past without accomplishing much.

IV. Decision Sheet:

1. Mary Lou **should be** tentatively enrolled in the program. Her weight and self-concept are **not** conditions affecting her acceptability. They may affect her employability, of course, but the co-op program is designed to help students improve their employment skills.

2. **Guidance and counseling personnel** could be contacted. They might be able (1) to provide further information about Mary Lou, (2) to suggest and possibly administer occupational aptitude tests or interest inventories to Mary Lou, and (3) to help interpret test results.

Mary Lou's parents could be contacted. They could discuss (1) their expectations for her, (2) their support of her stated goals, (3) any problems they perceive, and (4) their perceptions of her work as an employee in their bakery.

The three teachers who wrote the brief recommendations could be asked to expand on their written statements or to provide further information relative to comments made by Mary Lou during the interview.

Mary Lou should be contacted again. A conference could be arranged (1) to discuss test results, (2) to provide her with resources in her occupational area of interest to review, and (3) to discuss her career goals with her further.

Level of Performance: Your completed forms should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material on Mary Lou, pp. 27-38, or check with your resource person if necessary.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Learning Experience III

OVERVIEW



Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the co-op program.



You will be using the information on Betty Scott's Application for Cooperative Program, pp. 47-48, and her Cumulative School Record, p. 49, to make preliminary notes on the Screening Criteria form, pp. 45-46, about whether Betty's needs, interests, and abilities fit the program criteria.



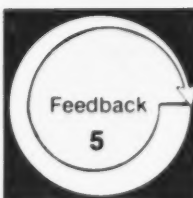
You will be listening to a taped interview between Betty and a teacher-coordinator; summarizing the student data contained in the interview, using the Analysis of Recruitment Interview form, p. 51; and evaluating the quality of the interview, using the Interview Rating Sheet, p. 52.



You will be reviewing three Teacher Recommendations, pp. 53-55, that were prepared concerning Betty and summarizing the student data presented, using the space below Item 5 on the Screening Criteria form, p. 45.



You will be deciding tentatively whether to enroll Betty in the co-op program, using the Decision Sheet, p. 56.



You will be evaluating your competency in summarizing student data, evaluating the interview, and making tentative decisions relative to Betty's enrollment in the co-op program by comparing your completed work with the Model Answers, pp. 57-59.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Assume that you are the teacher-coordinator of a **cooperative office occupations program**. Your program criteria for screening students are listed below. In order to get an initial "paper picture" of Betty Scott, a prospective student for the co-op program, review the two completed forms: (1) Betty's Application for Cooperative Program, pp. 47-48, and (2) Betty's Cumulative School Record, p. 49. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms that indicates that Betty either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

SCREENING CRITERIA

1. Senior
2. At least 16 years of age
3. A career interest and/or objective in the office occupations area
4. At least one semester of typing (preferably a full year), with a minimum level of skill (grade of C and/or 35 wpm speed)
5. Good recommendations from three teachers about maturity and/or skills
6. Good attendance record
7. Ability to benefit from the program (intelligence level)

8. Good attitude toward school, learning, and work

9. Acceptable appearance and grooming

10. At least a C in first-year shorthand if interested in a secretarial career

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☒ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Betty Scott Date 3/14/86 Grade 11
 Address 1786 Oakland Telephone 356-4892
 Age 16 Height 5'10" Weight 140 Birthday 2/27/70 Social Security No. 499-78-6945
 Do you have any physical disabilities? Yes ☐ No ☒
 If yes, please describe. (It is essential to know whether you are orthopedically handicapped, hearing-impaired, visually impaired, or otherwise handicapped, so that we can develop optimum programs and facilities to serve you.)
 Health good Hobbies sewing, cat
 Activities: Athletic _____ School choir
 Religious choir Community _____

FAMILY BACKGROUND

Father:
 Name John Street 1786 Oakland
 Occupation tool & die City _____ ZIP _____
 Mother:
 Name Elizabeth Street -same-
 Occupation secretary City _____ ZIP _____
 With whom do you live (check one)? ☒ Your Parents ☐ Father ☐ Mother ☐ Guardian ☐ Other
 If other, please specify relationship _____
 Number of brothers 2 Ages 10, 14 Number of sisters 5 Ages 20, 18, 8, 6, 4

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
<u>babysitting</u>	<u>neighbors</u>	<u>since 13</u>

Are you available for summer employment? yes

Could you drive to work? no Other transportation? none

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	Shorthand I	Smith	104
2	English	Prescott	206
3	P.E.	Harrison	Gym
4	Lunch		
5	Bookkeeping	Johnson	110
6	History	Lemke	303
7	Study Hall	Wright	202

What courses do you plan to take next year? Shorthand, Am. Govt., Business English, Office Practice

List three teachers you would ask to recommend you for this program.

Miss SmithMr. JohnsonMrs. Thompson**CAREER INTEREST**How did you learn of Co-op training? a friendWhy do you want to take Co-op training? to earn moneyWhat kind of a job would you like to train for in this program? secretaryWhich would you prefer to work with (check one)? ☐ Your hands ☐ Machines ☐ PeopleGiven the opportunity to work for any company in this area, which company would you choose? Apex Insurance CompanyWhat do you plan to do after graduation? work as a secretaryWhat are your future education plans? noneWhat would you like to be doing five years from now? secretary -- maybe married

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills and efficiency in both the classroom and the world of work.

Signed Betty Scott
STUDENT

CUMULATIVE SCHOOL RECORD

Student Betty Scott

Date 3/20/86

COURSES TAKEN	GRADES							
	1983-84		1984-85		1985-86		19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English	D	D	C	D	C			
General Math/Algebra	D	C						
General Science/Biology	C	C						
World History/U.S. History			D	C	C			
Basic Business	C	C						
Typing			C	B				
Shorthand					D			
Bookkeeping					D			
P.E.	A	B	B	B	C			
Social Science	D	D						
Tardiness	0	0	0	0	0			
Absences	2	4	2	12	3			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

18 Verbal Reasoning
27 Numerical Ability
5 Abstract Reasoning
20 Space Relations
50 Mechanical Reasoning
35 Clerical Speed & Accuracy
10 Language Use—Spelling
12 Language Use—Sentences

Intelligence Level: Aver.

Health Record: _____

GENERAL COMMENTS:



R. Chandler

Coordinator's Signature



Now that you have a "paper picture" of Betty and have some tentative evidence of whether your co-op program is right for her, you need to interview Betty to allow her to clarify and expand upon the written information on the two forms. Since there is no real Betty, you will not actually be conducting an interview. Instead, listen to the taped interview between Betty and a teacher-coordinator on the following tape: Uthe, "Betty at Recruitment Time." As you listen to the tape, use the Analysis of Recruitment Interview form, p. 51, and the Interview Rating Sheet, p. 52, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.

ANALYSIS OF RECRUITMENT INTERVIEW

Student _____

Date _____

POISE: ☐ At Ease ☐ Composed ☐ Nervous

ATTITUDE: ☐ Cocky ☐ Confident ☐ Cooperative ☐ Timid ☐ Reserved

PERSONALITY: ☐ Aggressive ☐ Friendly, warm ☐ Neutral ☐ Introverted ☐ Unfriendly

VERBAL EXPRESSION: ☐ Clear ☐ Unclear
☐ Good Grammar ☐ Poor Grammar

INITIATIVE: ☐ Resourceful ☐ Some Initiative ☐ Easygoing

GENERAL COMMENTS:

STATED CAREER OBJECTIVE

This objective:

- ☐ is realistic
- ☐ may not be appropriate
- ☐ is inappropriate because _____

PARENT INTERVIEW

Date _____ Where _____

Summary: _____

Coordinator's Signature

UTHE/79 (adapted)

INTERVIEW RATING SHEET

1. The teacher-coordinator should have reviewed the application and cumulative record before the interview and then used the interview to expand on the information already available or to fill in gaps in that information. Did the teacher-coordinator interviewing Betty do this? What evidence do you have to support your view?
2. Did the teacher-coordinator make an effort throughout the interview to make Betty feel at ease and to make her feel that he was interested in her as a person and as a prospective student? What evidence do you have to support your view?
3. Did the teacher-coordinator listen well? What evidence do you have to support your view?
4. Did the teacher-coordinator follow up on Betty's statements by probing gently for more information? What evidence do you have to support your view?
5. Overall, how well did the teacher-coordinator express himself (Did he use good English? Were his statements clear? Was he able to keep the interview moving?)? What evidence do you have to support your view?



You now know quite a bit about Betty, primarily from her viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teacher Recommendation forms, pp. 53-55. Summarize the information presented in these recommendations in the space below Item 5 on the Screening Criteria form, p. 45.

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☒ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Betty Scott Subject(s) Shorthand I

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY			X		
LEADERSHIP		X			
INDUSTRIOUSNESS			X		
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER	X				
GETTING ALONG WITH OTHERS			X		

Any Special Job Skills? (a) Don't know
 (Indicate Level) (b) Very poor -- probably will not pass this year.
 Special Talents Poor reader and speller.

What do you feel are the student's strong points?

She tries. Agreeable personality.

What do you feel are the student's weak points?

Lack of poise. Somewhat uncoordinated and can't take the pressure of speed building.

Other Comments—

She would probably like a routine job.
 She wants to be grown-up.

Date 4/7/86 Signature J. Smith

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☒ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Betty Scott Subject(s) Bookkeeping

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING			X		
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS				X	

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Tries but lacks some of the basic math concepts and skills.
Has difficulty handling debits and credits.

What do you feel are the student's weak points?

Misses assignments. Immature. Slow student.

Other Comments—

Job would have to be something she liked or she would not be able to succeed.

Date 4/18/86 Signature H. Johnson

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☒ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Betty Scott Subject(s) Typing

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY					X
LEADERSHIP					X
INDUSTRIOUSNESS					X
POISE				X	
GROOMING			X		
KNOWLEDGE OF SUBJECT MATTER				X	
GETTING ALONG WITH OTHERS					X

Any Special Job Skills? (a) Typing
 (Indicate Level) (b) 40-45 wpm
 Special Talents _____

What do you feel are the student's strong points?
Willing to work; pleasant to everyone

What do you feel are the student's weak points?
Fidgety -- likes to talk

Other Comments —
Yes, has lots of energy and pep.
Good attitude.

Date 4/15/86 Signature A. Thompson

UTHE/72 (adapted)

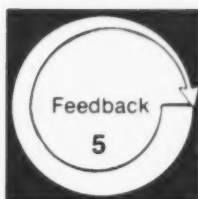


You have gathered data from a number of sources and have summarized these data in writing. Based on this summarized information and on the impressions you now have about Betty, make a **tentative** decision about whether to enroll her in the co-op program and record your decision in Part I below. Then use Part II below to describe the steps you would take to get the additional information needed for you to make a **final** decision.

DECISION SHEET: Betty Scott

- I. Tentative Decision: ☐ I would enroll Betty.
☐ I would enroll Betty under the following conditions:
a. _____
b. _____
c. _____
☐ I would not enroll Betty; instead, I would advise her to

II. Additional Information Needed (indicate sources for information):



Compare your written responses on the (1) Screening Criteria form, (2) Analysis of Recruitment Interview form, (3) Interview Rating Sheet, and (4) Decision Sheet with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Screening Criteria:

1. Betty will be a senior next year.
2. Betty is 16 years old at present.
3. Betty indicated on her application that she would like to train for a secretarial job and that she expects to be a secretary five years from now (maybe married). She has taken business and secretarial courses since ninth grade.
4. Betty took typing for a full year and earned one B and one C.
5. In terms of skill, Betty rates high in typing, low in bookkeeping, and very low in shorthand according to these three teachers. In typing, a subject in which she has some skill, her ratings are primarily *excellent* and *good*. The typing teacher says she's willing to work, is energetic, and has a good attitude.

In shorthand and bookkeeping, subjects in which she lacks skill, her ratings are primarily *fair* (7) and *average* (4). These two teachers indicate that she *needs help* in knowledge of subject matter and leadership and comment that she is a poor reader, speller, and mathematician; that she lacks poise, is uncoordinated, can't take the pressure of speed building, misses assignments, is immature, and is a slow student. Both teachers indicate, however, that she tries.

In terms of getting along with others, she received an *average*, a *good*, and an *excellent* rating, and two teachers comment that she's "pleasant to everyone" and has an "agreeable personality."

Based on the information in these recommendations, Betty's strong points seem to be in typing and in her ability to get along pleasantly with most people; her problems seem to be primarily in skills other than typing.

6. Betty may have a problem with absence. She was absent six times in the ninth grade, fourteen times in the tenth grade, and three times so far in the eleventh grade.

7. Betty has an *Average* intelligence level.
8. Her absence record and her grades (nine Ds, eleven Cs, four Bs, and one A—three of the Bs and the one A in physical education) could indicate an unsatisfactory attitude toward school. She seems to want to work but indicates that her objective is "to earn money" rather than to gain experience or upgrade her skills.
9. There isn't too much information given that could serve as a basis on which to judge her appearance or grooming. She is 5'10" and weighs 140, so she is probably a slender girl. Her interest in sewing should indicate that she is interested in having a good appearance.
10. Her first semester grade in shorthand was a D.

II. Analysis of Recruitment Interview:

Poise: Betty did not seem nervous, nor did she seem calm and self-possessed. Perhaps *nonchalant* best describes her bearing.

Attitude: Betty seemed to want to be cooperative and she certainly seemed eager to get a job, any job. Her attitude toward the low grades and other problems seemed quite casual. She admitted that the problems existed but seemed to think that if she waits, they'll go away.

Personality: She seems outgoing and straightforward.

Verbal Expression: Betty's language was full of slang and her English was rather sloppy (e.g., "ya," "kinda," "you know," "naw," "gettin'").

Initiative: She has a real drive to get a job, but in terms of her grades in bookkeeping and shorthand or a career as a secretary, she didn't seem to exhibit much concern. She said she tries and her teachers indicated that she tries, but she didn't seem terribly troubled about her lack of success. She doesn't seem to see the relationship between school and getting a job.

General Comments: Betty seems to really want to get a job, but she does not really have a career objective to be a secretary. She'll take anything, "just so it's a job," and just so she can earn money. Based on the interview, it would appear that Betty does not have a very realistic view of what being in cooperative education involves or what holding a job means.

She seems to think a job is some magic, easy device for getting out of school and earning a lot of money. She says things are going all right in school, and yet she's gotten *Ds* in shorthand and bookkeeping and may not pass shorthand. In terms of office skills, she says she **can** type and take shorthand but says that she's **not too good** in them. However, according to her teachers, she **is** a good typist and she **can't** take shorthand well enough to pass.

Her attitude does seem to verify the one teacher's comment that Betty will work if she likes something (and has the skill to do it). Betty seems truly eager to do anything she can to get a job, and although she says any job will do, she keeps coming back to office work as her "calling" in life (e.g., "I think I'll end up working in an office anyway").

We do now know that her excessive absence in the tenth grade was due to mumps, so there doesn't seem to be an absenteeism problem after all.

Stated Career Objective: "A job, any kind, anywhere; perhaps a secretary in an office." This is realistic if the job involves no shorthand or bookkeeping. Based on the information obtained thus far, her typing skill and pleasant personality should qualify her for some sort of office job.

III. Interview Rating Sheet:

1. The teacher-coordinator did seem to have reviewed the application and cumulative record; most of his questions were geared to getting additional information beyond that which was provided on those two forms (e.g., getting her to clarify the 12 absences). However, he did ask how she was doing in terms of grades in bookkeeping and shorthand, to which she replied that she'd gotten *Ds* on the last report card. He already knew that. He also knew that she had no office experience, since none was listed on her application.

One point on the application on which he could have followed up is the fact that her mother is employed as a secretary. He could have asked Betty how much she knows about what her mother does or what kind of duties and responsibilities her mother has in her position.

2. The teacher-coordinator started off the interview on a comfortable, receptive note, and ended the interview on a positive, hopeful note. In between,

he gave her a number of opportunities to show herself in a positive light, had she chosen to. He asked a lot of "chatty" questions about her own feelings and interests that were geared to allow her to relax and talk in an area in which she was comfortable.

However, he did back her into a corner a couple of times. For example, his third question concerned her grades in bookkeeping and shorthand—a question to which he already had the answer. To get her to admit out loud that she has two *Ds* at the very beginning of the interview—and to respond to this admission by saying "so you're not doing too well . . ."—started the interview off with Betty at a definite disadvantage.

3. He listened fairly well. Most of his questions came directly from whatever Betty was saying at the time.
4. He also followed up well on Betty's remarks. When she said she "kinda" liked shorthand, he probed to get her to define what she meant by "kinda liked." In each area that he covered (e.g., course work and grades, attendance, career interests), he asked a number of good, diverse questions to get a range of information from and about Betty.

One weak point occurred when he asked two questions at once ("Do you know what the duties and responsibilities of a secretary are? Have you had any experience as a secretary?"). Betty answered only the second question, and we never do find out whether she is aware of what the duties and responsibilities of a secretary are. Since her views on other aspects of school, work, and cooperative education seem unrealistic, it would have been helpful to know her answer to that first question.

5. The teacher-coordinator spoke fairly well and quite clearly. Most of his questions were specific enough to get good responses. He explained a few aspects of the program and what is required of students in a job situation, and his explanations were clear and well developed. However, he had a tendency to monopolize the interview at several points toward the end.

IV. Decision Sheet:

1. Betty **should be** enrolled in the program. She will need to develop a more concrete career objective and to work harder in her occupational courses, but this can be part of her co-op training.
2. **Guidance and counseling personnel** could be contacted. They might be able (1) to provide further information about Betty, (2) to suggest and possibly administer occupational aptitude tests

or interest inventories to Betty, and (3) to help interpret test results.

Betty's parents could be contacted. They could discuss (1) their expectations for her, (2) their support of her stated goals, and (3) any problems they perceive. Since Betty's mother is employed as a secretary, she might have some insights into how well or how happily Betty could fit into a secretarial job.

The three teachers who wrote the brief recommendations could be asked to expand on their

written statements or to provide further information relative to comments made by Betty during the interview.

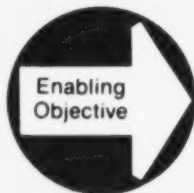
Betty should be contacted again. A conference could be arranged (1) to discuss test results, (2) to provide her with resources in her occupational area of interest to review, (3) to discuss her career goals with her further, and (4) to discuss further with her the importance of her in-school work to success in the co-op program.

Level of Performance: Your completed forms should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material on Betty, pp. 45-56, or check with your resource person if necessary.

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Learning Experience IV

OVERVIEW



Given screening criteria and recruitment data for a hypothetical prospective student, decide tentatively whether to enroll that student in the co-op program.



You will be using the information on Wayne Moore's Application for Cooperative Program, pp. 65–66, and his Cumulative School Record, pp. 67–68, to make preliminary notes on the Screening Criteria form, p. 63, about whether Wayne's needs, interests, and abilities fit the program criteria.



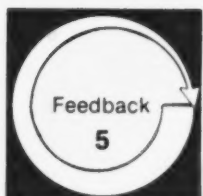
You will be listening to a taped interview between Wayne and a teacher-coordinator; summarizing the student data contained in the interview, using the Analysis of Recruitment Interview form, p. 69; and evaluating the quality of the interview, using the Interview Rating Sheet, p. 70.



You will be reviewing three Teacher Recommendations, pp. 71–73, that were prepared concerning Wayne and summarizing the student data presented on a separate sheet of paper.



You will be deciding tentatively whether to enroll Wayne in the co-op program, using the Decision Sheet, p. 74.



You will be evaluating your competency in summarizing student data, evaluating the interview, and making tentative decisions relative to Wayne's enrollment in the co-op program by comparing your completed work with the Model Answers, pp. 75–76.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Assume that you are the teacher-coordinator of a **cooperative program for the disadvantaged**. Your program criteria for screening students are listed below. In order to get an initial "paper picture" of Wayne Moore, a prospective student for the co-op program, review the two completed forms: (1) Wayne's Application for Cooperative Program, pp. 65-66, and (2) Wayne's Cumulative School Record, pp. 67-68. As you review the information contained in these two forms, make notes below, in the space provided after each criterion, of all evidence from the two forms that indicates that Wayne either does or does not meet each criterion. (There may be conflicting evidence relative to some of the criteria.)

SCREENING CRITERIA

1. Sophomore, junior, or senior
2. Two or more grade levels below the peers in his/her group
3. Considered to be school alienated
4. Of dull normal intelligence or above
5. Socioeconomically deprived; needs to be employed to help supplement family's income; potential dropout
6. Academically, socially, or culturally handicapped
7. Not already satisfactorily employed

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPLICATION FOR COOPERATIVE PROGRAM

☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

PERSONAL DATA

Name Wayne Moore Date 2/14/86 Grade 11

Address 1920 4th St. N.E. Telephone 362-9571

Age 16 Height 5'8" Weight 140 Birthday 3/9/69 Social Security No. _____

Do you have any physical disabilities? Yes ☐ No ☒

If yes, please describe. (It is essential to know whether you are orthopedically handicapped, hearing-impaired, visually impaired, or otherwise handicapped, so that we can develop optimum programs and facilities to serve you.)

Health Good Hobbies Movies

Activities: Athletic _____ School _____

Religious Catholic Community _____

FAMILY BACKGROUND

Father:
Name _____ Street _____

Occupation _____ City _____ ZIP _____

Mother:
Name Gloria Street 1920 4th St. N.E.

Occupation Cleaning Lady at Nite City _____ ZIP _____

With whom do you live (check one)? ☐ Your Parents ☐ Father ☒ Mother ☐ Guardian ☒ Other
If other, please specify relationship wife

Number of brothers 2 Ages 14, 11 Number of sisters 1 Ages 13

WORK EXPERIENCE

List previous work experience:

Job Title	Employer	Dates
<u>Passed out leaflet</u>	<u>Don't know</u>	<u>Oktober</u>
_____	_____	_____
_____	_____	_____

Are you available for summer employment? Yes

Could you drive to work? No Other transportation? Bus

EDUCATION

What is your class schedule now?

HOUR	SUBJECT	TEACHER	ROOM
1	U.S. History	Gibson	109
2	Shop	Krause	25B
3	Study Hall	Pauck	305
4	Lunch		
5	P.E.	Schrader	Boys Gym
6	English	Luna	201
7	Art	Larsen	10B

What courses do you plan to take next year? I don't know

List three teachers you would ask to recommend you for this program.

Mr. KrauseMr. SchraderMr. Gibson**CAREER INTEREST**How did you learn of Co-op training? Conslor tole meWhy do you want to take Co-op training? to earn moneyWhat kind of a job would you like to train for in this program? Drive-in onerWhich would you prefer to work with (check one)? ☐ Your hands ☐ Machines ☐ PeopleGiven the opportunity to work for any company in this area, which company would you choose? View & Chew Drive-inWhat do you plan to do after graduation? On a drive-in.What are your future education plans? NoneWhat would you like to be doing five years from now? On a drive in.

I have completed the above form after careful consideration. If I am accepted for this program, I will take advantage of every opportunity that will improve my skills and efficiency in both the classroom and the world of work.

Signed Wayne Moore

STUDENT

CUMULATIVE SCHOOL RECORD

Student Wayne Moore

Date 2/17/86

COURSES TAKEN	GRADES							
	1983-84		1984-85		1985-86		19	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English	D	D	F	D	F			
General Math/Algebra	D	C						
General Science/Biology	C	D						
World History/U.S. History			F	D	F			
Basic Business	D	D						
Typing			F					
Shorthand								
Bookkeeping								
P.E.	B	C	C	C	D			
Industrial Arts I			C	D	D			
Art I					D			
Tardiness	5	6	9	12	2			
Absences	10	9	35	21	36			

DIFFERENTIAL APTITUDE TEST BATTERY SCORES

- 10 Verbal Reasoning
- 14 Numerical Ability
- 9 Abstract Reasoning
- 46 Space Relations
- 37 Mechanical Reasoning
- 23 Clerical Speed & Accuracy
- 16 Language Use—Spelling
- 17 Language Use—Sentences

Intelligence Level: 87

Health Record: Good

GENERAL COMMENTS:

Was suspended for smoking in classroom
2/22/85

Was suspended for using profanity in a
classroom 4/12/85

Attendance has been a problem --
Was married 2/1/86 as girlfriend
was pregnant



W. Hobson

Coordinator's Signature

1. Language Spoken in Household ☒ English ☐ Other ☐ Spanish	2. Youth Lives With ☐ Both Parents ☐ Father only ☒ Other (specify) <u>Wife</u> ☐ Guardian ☒ Mother only	
3. Marital Status of Youth ☐ Single ☐ Separated or Divorced ☒ Married ☐ Widowed	4. Number of Persons A. Living in Household <u>6</u> B. In Family <u>2</u>	5. Number of Youth's Own Children in Household <u>0</u>
6. Head of Household Is ☐ Father ☒ Mother ☐ Female ☐ Male ☐ Guardian ☐ Guardian ☐ Other (specify) _____	7. During Last Week, Head of Household ☒ Worked 35 Hours or More ☐ Worked Less Than 35 Hours ☐ Was Not Working	8. Other Household Members Employed 35 Hours or More Per Week ☐ Father ☐ Mother ☐ Brothers/Sisters ☐ Other
9. Usual Occupation of Father _____ Mother <u>Cleaning Lady</u> <u>Sometimes</u>	10. Estimated Annual Family Income ☒ Below \$4000 ☐ From 7000 to 7999 ☐ From 4000 to 4999 ☐ From 8000 to 8999 ☐ From 5000 to 5999 ☐ From 9000 to 9999 ☐ From 6000 to 6999 ☐ \$10,000 or above	
11. Youth Contributes to Support of Family ☐ Yes ☒ No 12. Youth Resides in Public Housing ☒ Yes ☐ No 13. Family Receives Welfare Assistance ☒ Yes ☐ No	14. Has Youth Held a Job for Which He/She Received Wages? ☒ Yes ☐ No If "no" skip to number 21	15. Currently Working ☐ Yes ☒ No 16. Hours Worked Per Week on Current or Last Job <u>4</u> 17. Earnings Per Hour on Current or Last Job <u>\$1.25</u>
18. Has Youth Ever Held a Job of 30 Days or More? ☐ Yes ☒ No 19. No. of Weeks Since Last Job Held 30 Days or More _____	20. Job Title(s) of Jobs Lasting 30 Days or More _____ _____	21. Highest School Grade Completed <u>10</u> 22. Has Youth Ever Left High School Before Graduating? ☒ Yes ☐ No
23. Reasons for Leaving School ☐ Academic ☒ Discipline ☐ Graduation ☐ Economic ☐ Health ☐ Other	24. Number of Months Since Leaving High School <u>10</u>	25. Prefers to Work ☒ With Hands ☐ With Machines ☐ With People
26. Prefers to Work in (mark two): ☐ Bakery ☐ Garage ☐ Maintenance Work ☐ Office ☐ Construction Firm ☐ Gas Station ☐ Nursery/Garden Store ☐ Restaurant ☐ Discount Store ☐ Grocery Store ☐ Nursing Home/Hospital ☐ Sales		

UTHE/72 (adapted)



Now that you have a "paper picture" of Wayne and have some tentative evidence of whether your co-op program is right for him, you need to interview Wayne to allow him to clarify and expand upon the written information on the two forms. Since there is no real Wayne, you will not actually be conducting an interview. Instead, listen to the taped interview between Wayne and a teacher-coordinator on the following tape: Uthe, "Wayne at Recruitment Time." As you listen to the tape, use the Analysis of Recruitment Interview form, p. 69, and the Interview Rating Sheet, p. 70, to jot down your reactions to the interview. (You will probably want to review these two forms before listening to the tape.) After you have listened to the tape, expand on the notes you have made on the two forms as necessary.

ANALYSIS OF RECRUITMENT INTERVIEW

Student _____

Date _____

POISE:

☐ At Ease ☐ Composed ☐ Nervous

ATTITUDE:

☐ Cocky ☐ Confident ☐ Cooperative Timid Reserved

PERSONALITY:

☐ Aggressive ☐ Friendly, warm ☐ Neutral Introverted Unfriendly

VERBAL EXPRESSION:

☐ Clear ☐ Unclear
☐ Good Grammar ☐ Poor Grammar

INITIATIVE:

☐ Resourceful ☐ Some Initiative Easygoing

GENERAL COMMENTS:

STATED CAREER OBJECTIVE

This objective:

☐ is realistic
☐ may not be appropriate
☐ is inappropriate because _____

PARENT INTERVIEW

Date _____ Where _____

Summary: _____

Coordinator's Signature

UTHE/79 (adapted)

INTERVIEW RATING SHEET

1. The teacher-coordinator should have reviewed the application and cumulative record before the interview and then used the interview to expand on the information already available or to fill in gaps in that information. Did the teacher-coordinator interviewing Wayne do this? What evidence do you have to support your view?
2. Did the teacher-coordinator make an effort throughout the interview to make Wayne feel at ease and to make him feel that he was interested in Wayne as a person and as a prospective student? What evidence do you have to support your view?
3. Did the teacher-coordinator listen well? What evidence do you have to support your view?
4. Did the teacher-coordinator follow up on Wayne's statements by probing gently for more information? What evidence do you have to support your view?
5. Overall, how well did the teacher-coordinator express himself (Did he use good English? Were his statements clear? Was he able to keep the interview moving?)? What evidence do you have to support your view?



You now know quite a bit about Wayne, primarily from his viewpoint. Your final source of information at this time is the teacher recommendation form. You have received three such recommendations. Review the three completed Teacher Recommendation forms, pp. 71–73. Summarize the information presented in these recommendations on a separate sheet of paper.

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Wayne Moore Subject(s) History

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS	X				
POISE		X			
GROOMING	X				
KNOWLEDGE OF SUBJECT MATTER		X			
GETTING ALONG WITH OTHERS		X			

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He voices opinions occasionally, usually in an attempt to get some attention.

What do you feel are the student's weak points?

Has an extremely short attention span -- constantly needs discipline and supervision. Immature.

Other Comments—

Has great plans for himself ... At least he sets goals.

Date 2/20/86 Signature Leo Gibson

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☐ BOE ☐ H EC
☐ DE ☐ T & I
☐ OTHER

Student Wayne Moore Subject(s) Phys. Ed.

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY		X			
LEADERSHIP		X			
INDUSTRIOUSNESS		X			
POISE		X			
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

Does well on individual efforts if given a good deal of encouragement.

What do you feel are the student's weak points?

Has problems with anything involving team work -- alienates others with exaggerations and bragging.

Other Comments—

Have talked to him several times about cleanliness and personal grooming -- definite problem.

Date 2/20/86 Signature Bob Schrader

UTHE/72 (adapted)

TEACHER RECOMMENDATION

(CONFIDENTIAL)

- ☐ AG ☐ HEALTH
☐ BOE ☐ H. EC.
☐ DE ☐ T & I
☐ OTHER

Student Wayne Moore Subject(s) Industrial Arts

This student has applied for participation in the Cooperative Program. Would you help us in our selection process by providing the following information about this student.

	NEEDS HELP	FAIR	AVERAGE	GOOD	EXCELLENT
RELIABILITY	X				
LEADERSHIP	X				
INDUSTRIOUSNESS		X			
POISE	X				
GROOMING		X			
KNOWLEDGE OF SUBJECT MATTER			X		
GETTING ALONG WITH OTHERS	X				

Any Special Job Skills? (a) _____

(Indicate Level) (b) _____

Special Talents _____

What do you feel are the student's strong points?

He seems to enjoy working with wood, etc., and can do a nice job if he tries, but he rarely does.

What do you feel are the student's weak points?

Boisterous, yet insecure -- seems not to have any friends.

Other Comments—

Have an idea he might do better if he was in school more than half the time

Date 2/19/86 Signature Gene Krause

UTHE/72 (adapted)



You have gathered data from a number of sources and have summarized these data in writing. Based on this summarized information and on the impressions you now have about Wayne, make a **tentative** decision about whether to enroll him in the co-op program and record your decision in Part I below. Then use Part II below to describe the steps you would take to get the additional information needed for you to make a **final** decision.

DECISION SHEET: Wayne Moore

- I. Tentative Decision: _____ I would enroll Wayne.
_____ I would enroll Wayne under the following conditions:
a. _____
b. _____
c. _____
_____ I would not enroll Wayne; instead, I would advise him to

II. Additional Information Needed (indicate sources for information):



Compare your written responses on the (1) Screening Criteria form, (2) Analysis of Recruitment Interview form, (3) Interview Rating Sheet, (4) Teacher Recommendation summary sheet, and (5) Decision Sheet with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

I. Screening Criteria:

1. Wayne is presently a junior.
2. Wayne is **not** two or more grade levels below the peers in his age group. Sixteen is a usual age for a junior to be.
3. The fact that he has been suspended twice and has been absent excessively could indicate that he is school-alienated.
4. Wayne's intelligence level is 87, which falls in the range of low average and dull normal.
5. Wayne is evidently economically deprived. There is no father in the family, his mother is a cleaning lady, and she is supporting four children and Wayne's wife on her salary plus welfare.
6. Academically, Wayne had primarily *Ds* (12) and *Fs* (5), with one *C* in math, three *Cs* and a *B* in physical education, and one *C* in industrial arts. His intelligence level also indicates that Wayne is academically handicapped.
7. Wayne is not employed at all. According to his application, he was employed only once, distributing leaflets for one month for an unknown employer.

II. Analysis of Recruitment Interview:

Poise: Wayne is not poised. He's too casual and flippant.

Attitude: His attitude is flippant, cocky (e.g., "I'm gonna own a drive-in," "Oh, I can do anything now"). His tone of voice is sullen and suspicious for the most part (e.g., his opening "Right"). His statements about school are all negative (e.g., "the other junk they teach around here," "I'm not learnin' nothing here anyhow").

Personality: He's open and a bit aggressive. He's not unfriendly, but he is slightly hostile, and his cockiness doesn't help to make a very positive impression.

Verbal Expression: Wayne speaks pretty sloppily. His use of the English language is substandard. This is not necessarily bad, but it is not appropriate for the interview situation, nor would it be adequate for

certain jobs, especially those dealing directly with customers.

Initiative: There is some evidence that although he has ambitious plans to own a drive-in theater, Wayne is fairly lazy. One of the reasons he took art and shop is that "they're easier." When he was hired to pass out leaflets, he worked only a month because "it was gettin' too cold for this walkin' door to door stuff." His initiative is mostly bravado, and he seems irresponsible.

General Comments: Wayne has a very unrealistic view of his skills, of the skills needed to succeed in a job, and of what is involved in becoming a theater owner. He wants to make lots of money but has no idea of long it would really take, nor does he seem to think that any work is involved. All his questions indicate that he wants to get the best deal he can with the least effort on his part. His follow-through seems weak (e.g., made a birdhouse but never hung it), and he has a tendency to shrug off any possible weakness in his attitudes and skills (e.g., the absences are no big deal; he had problems).

Career Goal: "Drive-in theater owner." This is unrealistic in terms of his skills, his financial status, and his initiative. However, a theater-related job is not necessarily unrealistic.

III. Interview Rating Sheet:

1. For the most part, the teacher-coordinator did use the information on the forms as a basis to get further information. However, he did ask, "Have you ever worked before?" This information was on the application. During the interview, the teacher-coordinator filled in a number of questions that were unanswered on the forms.
2. Considering Wayne's attitude, the teacher-coordinator was quite patient and supportive (except when Wayne mentioned adult movies). He seemed to be trying to get Wayne to see things more realistically, without dampening his enthusiasm to be involved in theater work. However, at various points he got "preachy," and you could feel Wayne turning off and tuning out at those points.

3. The teacher-coordinator listened quite well, as evidenced by his following up on statements Wayne made that were not totally clear.
4. As mentioned, the teacher-coordinator did follow up on vague statements. However, Wayne never responded to his question, "If you can get a job—would you take it and stick with it?" and the teacher-coordinator never followed through on it.
5. The teacher-coordinator kept the interview moving fairly well, although he monopolized the interview a few times. His expression was clear and his English was acceptable.

IV. Teacher Recommendation Summary:

The teacher recommendation forms verify the fact that Wayne has great plans for himself about which he exaggerates and brags. His laziness is also confirmed. One teacher indicates he needs constant supervision and discipline. One teacher indicates that he can do well if he has a good deal of encouragement. And one teacher indicates that he can do a nice job if he tries, but he rarely does.

Two teachers state that he is insecure and consequently "voices opinions" or is "boisterous" to get attention. One teacher mentions that Wayne has an extremely short attention span.

Wayne got only two *average* ratings, both in knowledge of subject matter (physical education and industrial arts). All his other ratings were *fair* (10) and *needs help* (9).

Grooming seems to be a problem; aside from low ratings there (two *fair* ratings and one *needs help* rating), the physical education teacher added that cleanliness and personal grooming are a definite problem with Wayne. Another noticeable problem seems to be his inability to get along with his peers, a fact mentioned strongly by two teachers (e.g., "seems not to have any friends," "has problems

with anything involving teamwork—alienates others . . .").

He does seem to have some skill and interest in physical education and industrial arts, although his other problems (including absence) prevent his being very successful.

V. Decision Sheet:

1. Wayne **should be** enrolled in the co-op program for the disadvantaged as he meets all the criteria except one. Wayne is socially, academically, and economically inadequate, and has all the markings of a student who will either drop out or manage to get permanently suspended. With a pregnant wife to support, he needs help badly in getting and keeping a job.
2. **Guidance and counseling personnel** could be contacted. They may be able (1) to provide further information about Wayne, (2) to suggest and possibly administer occupational aptitude tests or interest inventories to Wayne, and (3) help interpret test results.

Wayne's mother could be contacted. She could discuss (1) her expectations for Wayne, (2) her support of Wayne's stated goals, and (3) any problems she perceives.

The three teachers who wrote the brief recommendations could be asked to expand on their written statements or to provide further information relative to comments made by Wayne during the interview.

Wayne should be contacted again. A conference could be arranged (1) to discuss test results, (2) to provide him with resources in his occupational area of interest to review, (3) to discuss his career goals with him, and (4) to discuss with him further what is involved in being employed and the responsibilities he must be prepared to meet.

Level of Performance: Your completed forms should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material on Wayne, pp. 63–74, or check with your resource person if necessary.

Learning Experience V

FINAL EXPERIENCE



While serving as a teacher-coordinator in an **actual teaching situation**,^{*} enroll students in your co-op program.

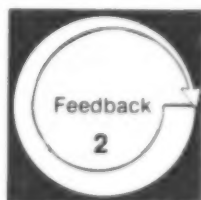


As part of your duties as a teacher-coordinator, identify and enroll prospective students in your co-op program. This will include—

- reviewing the screening criteria established for your co-op program
- providing interested students with resource materials on occupational opportunities
- gathering data on interested students using a variety of appropriate sources and techniques
- summarizing your data
- identifying and enrolling prospective students and sending letters of acceptance or nonacceptance based on your decisions

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.



Arrange to have your resource person review your gathered data and other documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 79–80.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in enrolling students in your co-op program.

^{*}For a definition of "actual teaching situation," see the inside back cover.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

TEACHER PERFORMANCE ASSESSMENT FORM

Enroll Students in Your Co-op Program (J-3)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
1. In providing interested students with resource materials on occupational opportunities, the teacher:						
a. maintained a file of current materials on occupational opportunities	☐	☐	☐	☐	☐	☐
b. conducted orientation sessions on the use of these materials	☐	☐	☐	☐	☐	☐
c. devised a system for making these materials easily accessible	☐	☐	☐	☐	☐	☐
d. provided students with a list of additional resources	☐	☐	☐	☐	☐	☐
2. In gathering student data, the teacher utilized the following sources and techniques:						
a. student's application form	☐	☐	☐	☐	☐	☐
b. cumulative school record	☐	☐	☐	☐	☐	☐
c. interviews with the student and his/her parents if appropriate	☐	☐	☐	☐	☐	☐
d. recommendations from other teachers	☐	☐	☐	☐	☐	☐
e. recommendations from former employers	☐	☐	☐	☐	☐	☐
f. standardized tests for determining scholastic aptitudes, occupational aptitudes, and interests	☐	☐	☐	☐	☐	☐
g. assistance and recommendations from guidance and counseling staff	☐	☐	☐	☐	☐	☐
h. a form for keeping track of the completion of the data-gathering steps	☐	☐	☐	☐	☐	☐
3. The teacher placed records of these data in the student's file	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
4. In identifying prospective students, the teacher:						
a. assembled and summarized all data	☐	☐	☐	☐	☐	☐
b. summarized in a way that was consistent with the actual data	☐	☐	☐	☐	☐	☐
c. analyzed and interpreted the data on the basis of the established entry criteria	☐	☐	☐	☐	☐	☐
d. consulted counselors or other professional staff in interpreting the data	☐	☐	☐	☐	☐	☐
e. made final decisions that were consistent with criteria.	☐	☐	☐	☐	☐	☐
5. The teacher sent letters of acceptance or nonacceptance that:						
a. explained the reasons for nonacceptance or acceptance	☐	☐	☐	☐	☐	☐
b. were tactful	☐	☐	☐	☐	☐	☐
c. were well written	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE PBTE MODULE SERIES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: **No attempt** was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults

- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
 Resource Person's Guide to Using Performance-Based Teacher Education Materials
 Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs
 Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, The University of Georgia, Athens, Georgia 30602, (404) 542-2586.